

Finley Road Elementary

1089 Finley Road
Rock Hill, South Carolina 29730

Grades	K-5 Elementary School	
Enrollment	424 Students	
Principal	Larry Doggett	803-981-1280
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	39	5	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

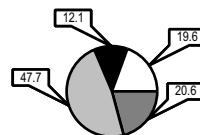
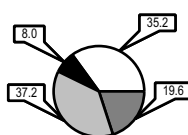
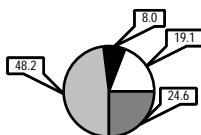
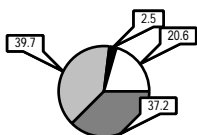
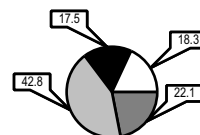
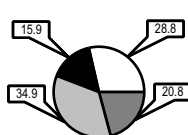
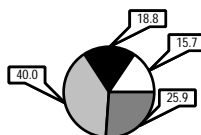
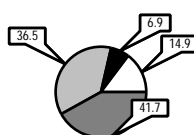
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	227	98.2	19.5	39.0	36.1	5.4	52.7	Yes	Yes
Gender									
Male	130	98.5	21.4	40.2	33.3	5.1	50.4		
Female	97	97.9	17.0	37.5	39.8	5.7	55.7		
Racial/Ethnic Group									
White	131	97.7	14.0	33.9	45.5	6.6	62.8	Yes	Yes
African American	89	98.9	28.6	46.8	22.1	2.6	35.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	188	99.5	14.6	42.1	40.9	2.3	57.9		
Disabled	39	92.3	44.1	23.5	11.8	20.6	26.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	227	98.2	19.5	39.0	36.1	5.4	52.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	98.2	19.6	38.7	36.3	5.4	52.9		
Socio-Economic Status									
Subsidized meals	75	98.7	32.3	47.7	12.3	7.7	29.2	Yes	Yes
Full-pay meals	152	98.0	13.6	35.0	47.1	4.3	63.6		

Mathematics – State Performance Objective = 36.7%									
All Students	227	99.1	18.4	46.9	24.2	10.6	53.1	Yes	Yes
Gender									
Male	130	99.2	16.9	48.3	23.7	11.0	55.1		
Female	97	99.0	20.2	44.9	24.7	10.1	50.6		
Racial/Ethnic Group									
White	131	99.2	10.6	44.7	30.1	14.6	67.5	Yes	Yes
African American	89	98.9	32.5	50.6	14.3	2.6	29.9	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	188	100.0	15.1	48.3	27.3	9.3	57.0		
Disabled	39	94.9	34.3	40.0	8.6	17.1	34.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	227	99.1	18.4	46.9	24.2	10.6	53.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.1	18.4	46.6	24.3	10.7	53.4		
Socio-Economic Status									
Subsidized meals	75	98.7	33.8	47.7	10.8	7.7	26.2	Yes	Yes
Full-pay meals	152	99.3	11.3	46.5	30.3	12.0	65.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	227	99.1	33.3	37.7	18.8	10.1	29.0
Gender							
Male	130	99.2	30.5	41.5	15.3	12.7	28.0
Female	97	99.0	37.1	32.6	23.6	6.7	30.3
Racial/Ethnic Group							
White	131	99.2	19.5	42.3	26.0	12.2	38.2
African American	89	98.9	57.1	31.2	5.2	6.5	11.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	188	100.0	31.4	37.8	21.5	9.3	30.8
Disabled	39	94.9	42.9	37.1	5.7	14.3	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.1	33.3	37.7	18.8	10.1	29.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.1	33.0	37.9	18.9	10.2	29.1
Socio-Economic Status							
Subsidized meals	75	98.7	53.8	30.8	7.7	7.7	15.4
Full-pay meals	152	99.3	23.9	40.8	23.9	11.3	35.2

Social Studies							
All Students	227	99.1	19.3	46.9	20.3	13.5	33.8
Gender							
Male	130	99.2	16.1	49.2	19.5	15.3	34.7
Female	97	99.0	23.6	43.8	21.3	11.2	32.6
Racial/Ethnic Group							
White	131	99.2	13.8	43.1	25.2	17.9	43.1
African American	89	98.9	28.6	53.2	11.7	6.5	18.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	188	100.0	15.7	49.4	22.1	12.8	34.9
Disabled	39	94.9	37.1	34.3	11.4	17.1	28.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.1	19.3	46.9	20.3	13.5	33.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.1	19.4	46.6	20.4	13.6	34.0
Socio-Economic Status							
Subsidized meals	75	98.7	35.4	44.6	10.8	9.2	20.0
Full-pay meals	152	99.3	12.0	47.9	24.6	15.5	40.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	72	100.0	19.7	49.3	22.5	8.5	31.0
	4	75	100.0	8.2	47.9	41.1	2.7	43.8
	5	69	100.0	23.1	61.5	15.4	N/A	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	80	98.8	11.4	27.1	55.7	5.7	61.4
	4	67	97.0	27.6	46.6	25.9	0.0	25.9
	5	80	98.8	20.6	48.5	29.4	1.5	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	72	100.0	23.9	54.9	15.5	5.6	21.1
	4	75	100.0	8.2	42.5	28.8	20.5	49.3
	5	69	100.0	10.8	46.2	23.1	20.0	43.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	80	98.8	14.3	54.3	28.6	2.9	31.4
	4	67	98.5	28.8	39.0	25.4	6.8	32.2
	5	80	100.0	14.5	50.7	20.3	14.5	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	80	98.8	32.9	37.1	25.7	4.3	30.0
	4	67	98.5	40.7	33.9	16.9	8.5	25.4
	5	80	100.0	31.9	40.6	15.9	11.6	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	80	98.8	8.6	51.4	24.3	15.7	40.0
	4	67	98.5	25.4	44.1	22.0	8.5	30.5
	5	80	100.0	24.6	47.8	15.9	11.6	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.8%	3.0%
Attendance rate	96.8%	Up from 96.7%	96.7%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 1.4%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	No change	2.1%	3.2%
Eligible for gifted and talented	11.6%	Down from 13.2%	21.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 9.2%	7.2%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	58.1%	Down from 70.0%	55.0%	52.6%
Continuing contract teachers	87.1%	Down from 96.7%	86.4%	83.3%
Highly qualified teachers	100.0%	No change	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 88.4%	87.2%	87.0%
Teacher attendance rate	94.3%	Down from 96.3%	95.5%	95.0%
Average teacher salary	\$46,506	Up 0.3%	\$42,836	\$41,703
Prof. development days/teacher	8.7 days	Up from 7.7 days	11.8 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.5 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 92.4%	90.9%	89.8%
Dollars spent per pupil*	\$6,410	Down 4.5%	\$5,794	\$6,242
Percent of expenditures for teacher salaries*	73.5%	Up from 73.4%	68.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.3%	Down from 92.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Finley Road Elementary School has prepared this summary report of the school's accomplishments for the 2004-2005 school year and the priorities for the 2005-2006 school year. The following are some of our 2004-2005 accomplishments. Our Finley Road partnerships contributed throughout the school to help support school projects and student and teacher achievements. We had over 8,000 volunteer hours which provided assistance to the school in numerous ways throughout the school year. The Finley Road School PTO helped us expand the "literacy closet" with high interest books for students to read at their independent reading level. The PTO also assisted us in bringing authors and illustrators to visit our school to give programs for students. We continued the emphasis of integrating writing throughout the curriculum. Staff development courses were offered after school for teachers to grow in using technology and writing in the classroom. Overall state PACT scores for Finley Road students were strong when compared to state performance. Use of the Accelerated Reader computer program provided an incentive for all students to improve their reading skills. We opened our 30-station computer lab for before and after school use. Teachers had conferences with 90% of parents, either face to face, by phone, or by e-mail. We collaborated with PTO and volunteers in landscaping projects to help with the long range school beautification plan. We expanded the after-school "Challenger" program providing students with an extended-day learning environment. We established a common planning time so teachers could meet at grade level to plan for instructional improvement.

Goals for 2005-2006

Finley Road will continue a school-wide emphasis on integrating writing throughout all subjects. The school will continue the emphasis of having a balanced literacy model consistent with the practices and strategies used by the South Carolina Reading Initiative. We will continue to expand the literacy closet and maintain a high level of parent involvement. We will continue to strive to improve teacher attendance and student attendance throughout the 2005-2006 school year. Larry Doggett is the Finley Road Elementary School Principal and Michele Harbin is Chairperson of the School Improvement Council.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	71	33
Percent satisfied with learning environment	96.4%	81.4%	90.9%
Percent satisfied with social and physical environment	92.9%	80.9%	97.0%
Percent satisfied with school-home relations	100.0%	77.9%	87.9%

*Only students at the highest elementary school grade level at this school and their parents were included.